

Game Methods of Active Learning

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Abstract: The article highlights the urgent problems of modernization and improvement of the quality of teaching English. Particular attention is paid to the characteristics of the most effective methods of teaching English in higher education. The implementation of this idea is impossible without development and introduction of appropriate learning technologies. Higher education should not be preparation for life, higher education should be life itself.

Keywords: interactive learning, modern methods, multimedia, brainstorming, group work, project method.

Introduction. In recent decades, foreign languages are the object of attention and study. The importance of knowing a foreign language is difficult to overestimate. It is almost impossible to imagine the life of modern man who does not know a foreign language, because most modern means of communication and dialogue aimed at people in one way or another, speak the language. Continuously world is developing and people are in close interaction and mutual influence. That's why it is especially important learning foreign languages. [1]

The game is one of the forms of manifestation of the activity of the individual. The essence of the game is unproductive conditional activity, the motive of which lies not in its results, but in the process itself, aimed at recreating and assimilating social experience, and in which behavior management is formed and improved.

Literature review. Often, when discussing or solving specific situations, it is found that their participants are well aware of various solutions, effective methods of action and the causes of the occurring phenomena. However, in their real life, they tend to act inefficiently, to forget that there are other possible solutions, and to neglect the view. House on yourself on your partner's side. This is due to the fact that the cognitive (what I know), affective (what I feel) and behavioral (what I do) components of the activity are far from coordinated in all cases. This is related to the low efficiency of traditional forms of education, which are focused only on the knowledge component: the acquired knowledge is not often included in the real life of a person, embodied in his actions.

All active learning methods involve the emotional involvement of students, which provides personal inclusion and an increase in the significance of the acquired knowledge, which affects the formation of attitudes, but is also not a guarantee of behavior change. Often a person does not even realize that his behavior is significantly at odds with his ideas about himself, about how to act in a given situation, with his opinions and beliefs. Game-based learning methods are the only ones that include a behavioral component (in addition to cognitive and affective), which allows students to discover their problem areas and change them. R.M. Granovskaya identifies the following features of the game as a method of active learning:

- the game, as if compressing time, brings together events far apart in practice, and thus clearly demonstrates to the participants the possibilities of long-term strategies and their impact on performance efficiency;
- the game provides maximum emotional involvement of participants in events, allowing the

opportunity to return to the beginning and try a different strategy, creates optimal conditions for the development of foresight, flexibility of thinking and purposefulness;

- the game teaches to collective action, making both independent and coordinated decisions, increases the ability to lead and obey, stimulates practical skills, develops imagination and intuition;
- when playing, the motivation for learning changes, knowledge is acquired not in reserve, not for the future (it is not known whether it will be needed?), but to ensure direct gaming success for students in a real process for them, the main advantage of this method is a radical reduction in the time of accumulation of experience;
- the game has the ability to change a decision that turned out to be bad: unlike real life situations, in the game you can go back to a certain moment and replay it, making other decisions in order to determine their advantages and disadvantages compared to those already tested;

in the game, the participants are not bound by the fear of causing practical damage to the enterprise, themselves and partners by their actions.

M.R. Bityanova describes the following general advantages of game teaching methods.

- Play is an intrinsically motivated activity that is valuable in itself for a person. In the game, a person feels natural, adequate to his human nature.
- A person is included in the game as a whole: with all his intellectual, personal, emotional potential, all his life experience and creative resources. Consequently, the game provides the broadest opportunities for development and self-development, since a person is in a state of “maximum readiness” for this.
- The game sets the rules of behavior for the participant, the boundaries of what is permitted, the time limits for self-realization in this game space. Because of this, it provides significant opportunities for the formation of self-regulation, planning skills, self-control and self-esteem.
- The game is an “experimental platform“ of the personality, it allows you to feel free from all restrictions (stereotypes, thinking patterns and habitual solutions to the problem) that are not imposed by the game itself. The game allows you to comprehend and understand yourself, see (feel) the prospects for change, try on new models of relationships to the world and yourself, which, perhaps, will remain with a person outside the game space.

Discussion. Games can be classified in many ways:

1. According to the tasks to be solved (change in the state of something): for acquaintance, for unity, for the regulation of the emotional state, for the removal of aggression, for trust, for the correction of role positions, etc.
2. By participants: games are individual, interactive (with elements of game interaction). In turn, interactive can be paired, in a small group, intergroup, mass.
3. According to the specifics of the organization: small games (which do not require a lot of time and complex organization) and large games.
4. By structure and constituent elements: role-playing and imitation.

Role-playing game is one of the methods of active learning, which involves the performance by its participants of various roles that are significant for them in real life. Role-playing games put participants in a given problem situation, which they must cope with in a playful way. The mandatory set of elements of a role-playing game is as follows: roles, role-playing goals, game actions, gameplay, game outcome. In different games, the meaning of one or another element may be different. Emphasis can be placed on the role and its acceptance (observance), on the rule (its retention) or on game actions (their order, nature). Role-playing games differ depending on

the givenness of their structural elements.

1. Closed role-playing games - games in which roles, role-playing goals, game plot (game actions and process) and the result of the game are completely set.
2. Semi-closed role-playing games - roles are set, other components of the game can be set partially.
3. Open role-playing games - only roles are set, and role-playing goals, the game plot and the outcome of the game are determined by its participants in the process of implementing the roles.

Role-playing involves four key competencies‘.

- communicative competence‘, the ability to express one’s intentions and needs in such a way that they are understood by the interacting partner;
- distance to the role‘, the ability to break away from the norms of the role being performed and question them and redefine them in new situations;
- empathy: the ability to enter into the position of an interacting partner and reveal his expectations;
- tolerance towards ambiguous situations’, the ability to endure divergent expectations and ambiguous situations and to enter into interaction when own needs are satisfied only to a small extent. Think about what kind of games are described below? What competencies do they develop; waht? How can discussion of these games be organized for different purposes of the training?

“Turnip“. The host, seven players-characters and spectators participate. Leading distribution-; no roles. 1st player “Turnip“: when the leader says the word “turnip“ (turnip, ...), the player must! wives say “both-on“. 2nd player “Grandfather“: when the leader says the word “grandfather“, the player should say “I would have killed.“ 3rd player “Grandma“: when the leader says the word “grandmother“, the player must say “oh-oh“ 4th player “Granddaughter“: when the leader says the word “granddaughter“ i (granddaughter, ...), the player must say “I’m not ready yet“ 5th Bug player: when the MC says the word “Bug“, the player must say “woof wow“ 6th Cat player: when the MC says the word “cat“, the player must say “meow-meow“ 7th player “Mouse“: I when the leader says the word ”mouse“, the player must say ”wee-wee“.

The host tells the tale “Turnip”, the participants voice: “Grandfather planted (2nd player - would have killed) a turnip (1st player - both). A turnip has grown (1st player - both) big I big. Grandfather came (2nd player - would have killed) to pull a turnip (1st player - both-on), pulls-; pull, can’t pull. The grandfather called (the 2nd player would have killed) the grandmother (the 3rd player - oh-! oh). Grandmother (3rd player - oh-oh) for grandfather (2nd player - would have killed), grandfather (2nd player - would have killed) for] turnip (1st player - both), pull-pull , they can’t pull it out ”, etc.

Role-playing games to identify the hidden motive of communication

The game is played by two people. The task of the first - to understand what led sobe-| sadnik to him, what are the true reasons for his conversion. This requires op-| organize effective communication. Situations:

1. A parent comes to the teacher, who has complicated mutual relations | sheniya with a child. She talks about the peculiarities of the transitional age, about the fact that the school pays little attention to her son, and so on. The hidden motive is 1 that the woman married a second time and is not able to give her son enough; the attention he needs. The relationship between son and stepfather does not develop. The mother also has a motive to relieve herself of responsibility for the resurrection! nutrition of the son and shift it to the class teacher. 2. A psychologist comes to the director and offers to conduct a study of the moral and psychological climate of the teaching staff. Director finds ; strong arguments to refuse the psychologist to conduct this experiment.

(according to the book Klyueva N.V. "Technology of work of a psychologist with a teacher")

Animals". Participants sit in a circle. "I will give you cards that say -| the name of the animal. The names are repeated on two cards. For example, if you ; get a card that says "elephant", know that someone has a ! card that also says "elephant". Everyone's task is to find their partner. ; At the same time, you can use any expressive means, you can't just say anything and make the characteristic sounds of "your animal". In other words, everything that we will do, we will do silently. When you find your mate, stay close, but keep silent, do not talk. (according to the book Psycho-gymnastics in training / edited by N.Yu. Khryashcheva)

Steinchen distinguishes three phases of a role play:

1. Motivational phase: a reason for the game, distribution of roles, instructing participants. Those who do not participate in the game, the coach puts in the position of observers and accordingly formulates tasks for them. Special rules are introduced for them: observe silently, do not demonstrate your reaction too clearly, do not interfere in the course of action, etc. "Observers" come into action already during the analysis of the game.

2. Action phase: Role play. The same game situation can be played several times, its participants can offer their own solutions, having been in different roles.

3. Reflection phase: survey and discussion - generalization. Without a discussion of the game, its effectiveness drops sharply, since it is the discussion that allows students to discover cause-and-effect relationships, evaluate the effectiveness of their own actions and the actions of other participants, isolate decisions and patterns that are exposed during the game.

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3. Reflection phase: survey and discussion - generalization. Without a discussion of the game, its effectiveness drops sharply, since it is the discussion that allows students to discover cause-and-effect relationships, evaluate the effectiveness of their own actions and the actions of other participants, isolate decisions and patterns that are exposed during the game. A role-playing game allows you to see and fix not only the way of actions, but also the attitude of a person to how he acts. At the request of the coach, observers share their impressions of what they saw and heard. An analysis of a role-playing game allows you to shake up the usual stereotypes of your own actions, to think about how justified they are. Such an impact is usually called problematization, it increases the susceptibility to the revision and restructuring of stereotypes. Role-playing game with practicing actions provides an opportunity to consolidate the desired skills. Sometimes problematization and working out of actions constitute the content of two successive stages of a role-playing game. In corporate training, the story and roles are taken from the immediate working environment (for example, the roles of a manager, employee, client, secretary, etc.).

Imitation games are a game method of active learning with signs of imitation, reflecting the characteristic features of reality, combining such elements of the game as competition and rules, but not involving role playing.

Imitation games, according to V.Ya. Platov, include a wide variety of games with different target orientations, which, unlike role-playing ones, represent only a general model of a social system, without specific specified roles and relationships between them. The phases of conducting an imitation game practically do not differ from a role-playing game. The content of the first phase is not the distribution of roles, but the clarification of the rules of the game.

Balloon (simulation game)

Everyone sits in a large circle and listens to the leader. "Imagine that you are the crew of a scientific expedition, which returns in a balloon after performing | I scientific research. You carried out aerial photography" of uninhabited islands. All work has been successfully

completed, you are already preparing for a meeting with relatives and close, fly I ' over the ocean and to the earth 500 - 550 km Unforeseen happened - in the shell of the air | !

The ball starts to drop rapidly. All I I sacks of ballast that were in store for the occasion were thrown overboard. For a while, fall;

I slowed down, but did not stop.

Five minutes later, the ball began to fall with the same, very high speed. Whole | The crew gathered in the center of the gondola to discuss the situation. ' I have to decide what to throw overboard and in what order. I | Here is a list of items and things that remained in the balloon:

Your task is to decide what and in what sequence follows I ; throw away. But first, make this decision yourself. To do this, you need to take I I a sheet of paper, rewrite the list of objects and things, and then on the right side next to | I each name to put a serial number corresponding to the significance of I | subject. When determining the significance of objects and things, you need to keep in mind that you - | i throws everything, not a part, i.e. all candy, not half.

When you make an individual decision, you need to gather in the center and proceed; drink to the development of a group decision, guided by the following principles:

I 1. Any member of the crew may express their opinion.

| 2. The number of statements of one person is not limited.

i 3. The decision is made when all crew members vote for it without exception.

I 4. If at least one person objects to the adoption of this decision, it is not accepted, I; and the group must look for a new outlet.

I 5. Decisions must be made regarding the entire list of items and things.

The time available to the crew is unknown.”

(according to the book Prutchenkov A.S. “Light, mirror, tell me ...”) |

Both role-playing and simulation games can be both simple in structure (like all the examples above) and quite complex. Such complex games by M.R. Bityanova proposed to single out large psychological games into an independent group. A large psychological game is a game that is quite long in time, takes up the entire training time, is intended for a large number of participants and requires a special organization of space.

Types of “big“ psychological games

1. Game shells. The game is used as a kind of frame, a general background of psychological work, for example: children enter some kind of magical world, where they will face trials in order to find something, save someone, or just get back. The content of the game is various psychological and pedagogical tasks of a cognitive, socio-psychological, creative nature. Each test is some educational, training procedure for the development of mental processes, one or another quality of relations in a group (cohesion, mutual understanding, cooperation), etc. Actually, in them - the main purpose of the game, and the plot serves as a kind of seasoning or faceting of the training, learning process.

Conclusion. According to their plot, game shells can be very different. For example, traveling by train from station to station, moving inside a kind of computer game from level to level, an international conference of journalists with master classes taking place within its framework, creating patterns in a magical kaleidoscope. Teenagers and high school students are showing interest in challenge games based on science fiction or fantasy stories. Such games, in principle, allow stopping along the way, analysis and analysis of the situation that has arisen from the position of “playing the game”; tricks can easily be devised to put the leader himself into action. After such a pause, the participants return to the game more psychologically and technologically savvy.

I Fragment of the psychological game "Kaleidoscope" (game shell for grades III-V)

1. The beginning of the game - an introduction to the game situation. The host invites the children to freely accommodate in that half of the room in which there is no rope circle on the floor. ; There are kaleidoscopes. The facilitator suggests looking into them, watching how the patterns replace each other, tells the children that there will be three kaleidoscopes in the game: "One is real, and in between exercises you can always look into it. i The second one is paper, it will be created on a blank sheet of paper for the time being with the help of the participants themselves. And the third is a magical "human" kaleidoscope that appears; turns due to the fact that each participant will now turn into a person - a glass

I little ... ". 2. Warm up. "Imagine that each of us is colored glass. Someone's; a gigantic hand collected all the pieces of glass and held the ah in her palm. (The host asks the children to gather in a tight bunch). And then the hand scattered us on a flat surface, but not a single glass-I little fell within the circle! (Children run up and freeze like glass; the leader makes sure that all the children freeze motionless.) And now I ask you to close your eyes and not peep. Our giant turned the kaleidoscope once more and saw an amazing ; pattern: all its pieces of glass lined up in an even, even circle! Now, with your eyes closed, touching each other, try to stand in a circle ... Do you think the circle has already turned out? So, the pieces of glass froze... and opened their eyes. Look: did we get a circle? This time-| the minka ends, the host asks all participants to sit on the carpet inside the circle. 3. First pattern. "Each of you will now receive an empty paper circle. On ! On the floor, you see, there are felt-tip pens and crayons. Create your own pattern in the mug, such as; will reflect your character, mood, your I. 4. Second pattern. "When glass people begin to communicate with each other and create-| to learn common patterns, two things help them a lot in this. First, they know that they are different, they are not alike, each is unique. (The facilitator returns the children to the ri-I sunks on the paper kaleidoscope again.) Second, they know that they have a lot in common, and it helps them to communicate and find a common language. (The facilitator invites the guys to pull out colored figures from the envelope. By the color of the figures, the children are divided into pairs.) Within 3-4 minutes, you need to come up with as many features as possible that would unite the couple; fish. (Each pair writes down these signs on a sheet, then calls them all the rest. I While the couple reads out the signs, the leader's assistant glues their fish). 5-7. The third - the fifth pattern (procedures are selected so that they are aimed at communication between people, they are included in the scenario about the beauty of relationships I between people during different interactions, children in the procedures can be divided into the most; different groups - like pieces of glass in a kaleidoscope). 8. Completion of the game. The host asks everyone to sit in a circle. "So, our magical ka-I leidoscope spun for the last time ... Glass people, flower people disappeared, and on the carpet; our room formed the last pattern. The name of this pattern is the third "A" class. What do you think of this pattern? Do you like it? What exactly?" The host lights a candle, it is passed around in a circle, everyone who wants to answer the question asked by the host. After ; after everyone has spoken (including teachers), the host turns on the light and I declares the game over.

(according to the book Bityanova M.R. "Working with a child in an educational environment")

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